

REPORT

OF THE

COMMISSIONER OF EDUCATION FOR PORTO RICO

TO THE

Ann

SECRETARY OF THE INTERIOR, U. S. A.

Porto Rico, July 1, 1900.

1900.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1900.



REPORT

OF THE

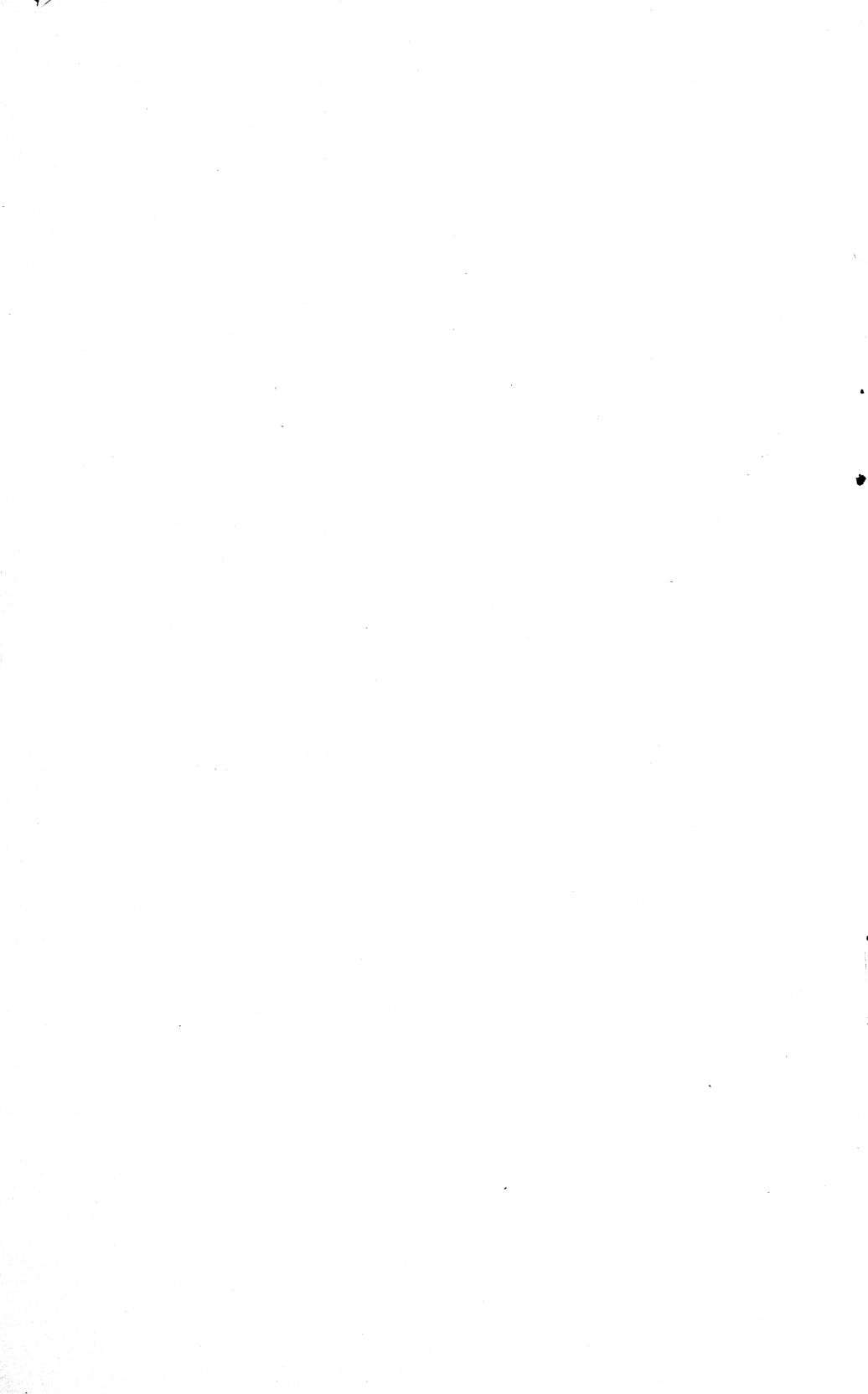
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LETTER OF INSTRUCTIONS.

DEPARTMENT OF THE INTERIOR,
Washington, July 7, 1900.

SIR: I have the honor to invite your attention to section 25 of the act of Congress, approved April 12, 1900, entitled "An act temporarily to provide revenues and a civil government for Porto Rico, and for other purposes," which provides as follows:

That the commissioner of education shall superintend public instruction throughout Porto Rico, and all disbursements on account thereof must be approved by him; and he shall perform such other duties as may be prescribed by law, and make such reports through the governor as may be required by the Commissioner of Education of the United States, which shall annually be transmitted to Congress.

I have to request that you will cause this matter to be brought to the attention of the commissioner of education, with request that he will prepare and forward through you for my consideration, at a date not later than October 1, 1900, a report of the educational matters pertaining to Porto Rico with which he is charged under existing laws.

In addition to such matters as may be embodied by the commissioner of education in his report, it is desirable that he incorporate therein answers to the following questions, which correspond to questions annually propounded by the Bureau of Education of this Department to each State and Territorial superintendent of public instruction in the United States, to wit:

1. Number of pupils enrolled on the school register (excluding duplicates or reenrollments):

White—

Males
Females

Total white

Colored—

Males
Females

Total colored

White and colored—

Males
Females

Total

2. Average daily attendance:

White
Colored

Total

LETTER OF INSTRUCTIONS.

3. Average number of days the public schools were kept:

White
 Colored

All

4. Number of buildings used as schoolhouses (including buildings rented):

For white schools
 For colored schools

All

5. Estimated value of all public school property \$.....

6. Number of pupils enrolled in public high schools or studying high-school branches, i. e., pursuing such studies as algebra, geometry, physics, chemistry, general history, Latin, and modern languages other than English and Spanish (included in answer to question)

7. Whole number of different teachers enrolled:

White—
 Males
 Females

Total white

Colored—
 Males
 Females

Total colored

White and colored—
 Males
 Females

Total

8. Average monthly salaries of teachers:

White—
 Males
 Females

Average white

Colored—
 Males
 Females

Average colored

White and colored—
 Males
 Females

Average of all

9. Receipts for the school year (1899-1900):

From interest of permanent school funds \$.....
 From insular taxes (or appropriations)
 From local taxes (or appropriations)
 From sale of bonds
 From all other sources

Total receipts for public moneys

10. Expenditure for the school year (1899-1900):

For sites, buildings (including permanent repairs and alterations) furniture, libraries, and apparatus
 For salaries of superintendents and teachers
 Bonded indebtedness paid
 All other expenses

Total expenditure of public school moneys

The enumeration of the topics given above is not intended to exclude the presentation of other educational matters which may commend themselves to the commissioner in his report; on the contrary, the fullest information is desired.

It is desirable that the report of the commissioner of education of Porto Rico be submitted to the Department within the time above specified in order that proper consideration may be given to the important subjects therein requiring attention in the annual report of the Secretary of the Interior to the President.

Very respectfully,

E. A. HITCHCOCK,
Secretary.

The GOVERNOR OF PORTO RICO,
San Juan, Porto Rico.

LETTER OF TRANSMITTAL.

EXECUTIVE MANSION,
San Juan, P. R., October 15, 1900.

SIR: I have the honor to submit herewith a report on education in Porto Rico, by Hon. M. G. Brumbaugh, commissioner of education.

Very respectfully,

CHAS. H. ALLEN,
Governor.

The SECRETARY OF THE INTERIOR,
Washington, D. C.

DEPARTMENT OF THE INTERIOR,
October 22, 1900.

The accompanying report of the commissioner of education for Porto Rico, submitted to this Department through the governor, pursuant to the requirements of section 25 of an act of Congress approved April 12, 1900, "To temporarily provide revenues and a civil government for Porto Rico, and other purposes," is herewith transmitted to the Commissioner of Education for his consideration.

Inasmuch as it is desired to print this as one of the regular reports to the Secretary of the Interior, it is requested that it be returned at an early day as practicable, together with any recommendations in the premises that he may desire to suggest.

F. L. CAMPBELL,
Assistant Secretary.

EDUCATION OFFICE, *October 23, 1900.*

Respectfully returned to the honorable the Secretary of the Interior with the statement that the report of the commissioner of education for Porto Rico has been read and found to be in complete accordance with the spirit and letter of the form prescribed by me for such report as required in section 25 of an act of Congress temporarily to provide revenues and a civil government for Porto Rico and other purposes.

W. T. HARRIS,
Commissioner.

REPORT
OF THE
COMMISSIONER OF EDUCATION FOR PORTO RICO.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, October 15, 1900.

SIR: I have the honor to transmit herewith my first report on education in Porto Rico. I beg to add that beginning May 1, 1900, and continuing until my arrival August 4, 1900, Dr. George G. Groff was first president of the insular board of education and later acting commissioner of education, that he made no report upon the work of education in Porto Rico for this period, and that he left no statement of his administration beyond a brief note of suggestions headed, "A number of matters of pressing importance to which I thought I ought to call your attention that action may not be delayed an unnecessary moment after your arrival." It will be seen that these suggestions refer wholly to matters to be taken up and not at all to the work done in the time named.

On July 1, 1900, fire destroyed the "model and training school," in which the department had its offices. All the records of the office were burned, and hence no definite data for the closing months of the school year are available. You will therefore appreciate the difficulty attending the writing of this report.

I came to San Juan at noon Saturday, August 4, 1900, and took charge of my department Monday morning, August 6, 1900, Dr. Groff sailing the same day for New York. I was unable to obtain from him in this brief time any oral statement of educational conditions in Porto Rico, and was obliged to begin my work without records or guidance.

Respectfully submitted.

M. G. BRUMBAUGH,
Commissioner of Education.

Hon. CHARLES H. ALLEN,
Governor of Porto Rico.

NEW QUARTERS FOR THE DEPARTMENT.

When I entered upon my duties I found the department located in three small rooms in the executive mansion. Through the kindly assistance of Hon. William H. Hunt, secretary of Porto Rico, and Hon. W. H. Elliott, secretary of the interior, rooms were selected for

this department in the Intendencia building on Plaza Alfonso XII, and into these rooms the department moved September 1, 1900. The department now has seven rooms, large, convenient, and ample for the proper dispatch of its business. In addition to the necessary office room, one good room is set aside as a pedagogical library and another as a pedagogical museum. In the same building two additional rooms, convenient and commodious, are used by the supply and shipping department. Here are received all the books, charts, maps, and supplies for the schools of the island, and from here are shipped all the necessary equipments for the schools of the island.

The departmental organization includes an assistant commissioner, a disbursing officer, a secretary, two stenographers, a bookkeeper, a shipping clerk, a pension clerk, a record clerk, a file clerk, a copy clerk, a messenger, and a janitor. This organization is now complete, and the business of the department is attended to promptly and, I believe, satisfactorily.

SCHOOL LAWS.

The school law promulgated by General Henry is still followed. It is not fitted to the conditions. This law is said by Dr. Groff to have been written in part by General Eaton, "who was on the island three months, and who made but one trip outside the capital." The law is based largely upon the school system of Massachusetts. At the coming session of the insular legislature it should be wholly abrogated and a new law passed in its stead. The reasons for this are too numerous for enumeration here. One matter alone must suffice. It is typical. The law authorizes the granting of licenses to teach to all teachers for five years. It does not require an examination of applicants, provided they hold a Spanish or Porto Rican title. It gives the power to employ teachers wholly to local boards. One school in San Juan that graduated many of these teachers was suppressed by the same authority that legalized its graduates to teach, upon their diplomas from this school, for five years. Licenses were issued in great numbers—vastly more than there are schools upon the island. The power to control the teaching force is thus taken bodily from the department and placed with local boards. This is fatal to the advancement of the schools. It is impossible to supervise education—as required under the act of Congress providing a civil government for Porto Rico—so long as the commissioner is absolutely helpless in the control of teachers. There should be a change here that will make it impossible for incompetent teachers to hold a license, and that will protect good teachers from the competitions and machinations of worthless teachers, and from the pernicious interference of politicians. The department does not covet power, but it is willing to assume power when by doing so it can give security to worthy teachers and the best instruction to the pupils.

Local boards of education are constituted by the same law. These are required to pay rent for teachers' home; select, rent, and equip buildings for school purposes; and elect teachers for the schools. They have no power to assess or collect any money. They are entirely at the mercy of the alcalde and any ayuntamiento of the several municipalities. These municipalities are frequently in debt and make no appropriation to the local board. Thus they are by law compelled to make contracts which by law they are helpless to honor. Many of

these boards are composed of good men, anxious to promote education and to cooperate with this department, but they frankly confess their inability to do as they would like, because they have neither power nor resources to do so.

I do not deem it prudent at this time to comment at length upon these legal provisions.

APPORTIONMENT OF SCHOOLS.

In many barrios of large population no schools were opened. When it is remembered that only one in ten of the number of schools needed can be opened with the money at command, we can appreciate the difficulty of assigning the schools upon any equitable basis. After long and careful study of this problem it was decided to make a per capita assignment of schools. By this plan some municipalities were assigned a greatly increased number of schools. Utuado last year had 6 schools. This year it was given 26 schools. Its large population entitled it to this increase. It was asserted that in such cases the increased number would not be provided for by the local board. Such did not prove to be the case. With commendable zeal the Utuado board accepted the proposition, rented the houses, employed the teachers, and opened the schools on time. This in general has been the case. Where the conditions are made perfectly clear and the plan is reasonable, action can be had. The people want schools. The pupils will attend the schools. Last year 616 schools were opened in Porto Rico. This year we shall maintain at least 800 schools, an increase of 30 per cent. This will provide for almost 9,000 additional pupils. That is something. The accompanying schedule will show how these schools are distributed.

ENGLISH SUPERVISORS.

There are by law 16 English supervisors, graduates of colleges or normal schools, and their compensation is fixed at \$75 per month throughout the year. These supervisors were at first, by order of General Eaton, the first director of education under military control, teachers of English in the schools. They were, says Dr. Groff, "ex-soldiers, ex-teamsters, ex-packers, and other such men, very largely." They now do no teaching. Their entire time is devoted to supervision. Last year two of these supervisors were also principals of schools at San Juan and at Ponce. I was soon convinced that the work of a supervisor is sufficient to employ his entire time. No supervisor will hereafter be assigned any other service. These officers visit each school in their district once a month. They report directly to the commissioner of education. Of them Dr. Groff says: "The law fixes the number at sixteen. I would have, if I had remained in office, reduced the number to ten the present year. After that we might reduce the number to five or seven." I can not agree to this reduction. There is absolute need for closer supervision than is now given the schools.

It would be a great loss to the system to curtail supervisory functions at this time. The number of schools will annually increase. It is not wise to reduce the number of supervisors. We shall have 16 this year, as the law provides. They are for the most part as good men as the salary can command. Their value to the system is due to their

visits to the schools, their reports to the central office, their tact in dealing with teachers, citizens, and local boards, and their oversight of the Government property in use in the schools.

There is a marked difference in the ability of these men. This shows itself in the educational sentiment of the various districts. It is hoped that the law may be so modified as to define more specifically their duties, pay them a fair salary, and demand of them correspondingly high qualifications and service. I have reorganized the force, have appointed a number of new ones, and believe that now they are a fairly effective and satisfactory corps of assistants. It is the purpose of the department to have them meet soon at San Juan and discuss the practical problems with which they have to deal. At the present time it is the purpose of the department to increase their power as far as practicable and to place upon them increased duties. From time to time letters of advice and explanation touching questions of current significance are mailed to them that they may be properly guided in their work and that they may understand the policy of the department. These letters have been of considerable service, and typical ones are herewith inserted.

The difficulty attending their work is due to the friction of races and languages. The teachers who speak no English, and who are not wholly willing to accept the new order of things, look upon these supervisors as official meddlers. This has led to a few unpleasant and unfortunate experiences. But in general the teachers welcome this supervision, and now appreciate its value to them and to the schools. The best friend a good teacher can have is his English supervisor. The best friend of the children and of the system is this same officer when he honestly and courageously reports an incompetent and immoral teacher. If a teacher drinks rum and smoke cigarettes in the school in the presence of his pupils, it is fortunate, indeed, that this department has a supervisor who reports it. The teacher may protest against the loss of a position and dismissal from the service, his friends may petition the department, but it is only decent and right that the department sustain the supervisor and protect the children from such licensed incompetency.

There is a weakness in the present system. These supervisors seldom meet the commissioner. They may be efficient—they may not. It is believed that a field deputy should be sent over the island to take up problems of moment with the supervisor, meet the local boards, address the citizens, and in general convey the will and purpose of the department to the people and officials. Such an official must, of course, know and speak the two languages fluently. He must be a trained school man. He must have had wide experience. He must be a man of good sense and of character. Such an officer it is difficult to find. I have at last located one in Venezuela, and I hope soon to have him take up this work.

AMERICAN TEACHERS.

By military law one teacher of English, whose native tongue is English, must be employed in each city or town having a graded school. There were 67 such positions last year. How many were filled under this law I am unable to state; but during the current school year, beginning October 1, 1900, more graded systems are in operation, and

in each case at least one American teacher is employed, and in some cases bright young American teachers have so mastered the Spanish as to secure positions in the higher grades and principalships of the schools. The total number of American teachers now engaged in the schools is above 100, and the demand is for more, provided they know enough Spanish to instruct the children in their native tongue.

These American teachers at the outset were mostly young men who came to Porto Rico with the American army. None of them knew Spanish, and some of them knew little English. Gradually the quality was improved by the addition of groups of teachers, mostly women, from the United States. These the military government carried free to and from San Juan and New York. The same assistance has been generously continued by the Hon. Elihu Root, Secretary of War.

These teachers were selected solely upon application and testimonial, and were not always desirable persons for the work nor typical representatives of the vast army of American teachers, but some of them merit the warmest commendation and the greatest respect. Under circumstances most unusual and conditions most unpropitious they entered upon their labors and did nobly. Living often in a remote village, without a single associate who spoke the English language, they struggled on and accomplished much good.

One group deserves no credit—the seekers after novelty and new experiences, mere adventurers, who imposed upon the administration and the children, and who used the salary and position of teacher solely to see a new country for a year and then return. Fortunately these are gone, and the better teachers remain to carry on a really helpful and arduous task. The people of Porto Rico have patiently borne with these adventurers, and quietly longed for their departure. What the schools need above all else is a trained body of earnest teachers who come to help, and who know what it means to sacrifice for a great cause.

This year, in addition to those who have been reelected, about fifty American teachers have been selected, and they are now entering upon their duties. These have some knowledge of Spanish, they are graduates of leading universities, colleges, and normal schools, have been successful teachers in their respective States, and are for the most part young men and young women of ability and discretion. It is confidently believed that these teachers will do a great service to the schools of Porto Rico.

Under the law these teachers of English are called "kindergarten teachers," and the idea was widely circulated that these teachers from the States should be and were trained kindergartners. The term "primary teacher" was held in reproach, and as a result the people were given a false idea of both kindergartens and of primary schools. As a matter of fact, only a few trained kindergartners came to the island. Teachers of all grades of American schools, young women from normal schools, young men from colleges, with no experience whatever in any kind of teaching, and in some cases young men with no training in any higher institution and with no experience in teaching went into the towns as kindergarten teachers. Some people in Porto Rico were well enough acquainted with educational systems to detect this fraud, and the reaction in places was by local school authorities to declare their opposition to employing kindergartners—i. e., American teachers—for this year. Porto Rico is not yet ready for the

wide introduction of the kindergarten. In a few cities such an institution has a legitimate function, and in these it will be founded. Some one is responsible for this unfortunate travesty on true teaching. Historically the kindergarten came late. Froebel did not publish his *Education of Man* until 1826. The first kindergarten was opened at Keilhau in 1817. Before this time the schools of the world did some good, and did it without the kindergarten gifts or methods. Pedagogically the kindergarten is the last refinement of a highly organized system of education that proposes the entire education of the child for the most complex social, industrial, and civic activities. It is distinctly a socializing institution. It aims to organize the social life of the child, as exhibited in play, into constructive and educative processes. It presupposes other educational agencies and a home life so intense in its limitations as to demand a counter influence that shall make for social altruism. It is an admirable conception and a potent influence for the child's well-being; but it represents an educational specialization wholly out of proportion to the needs of this people at present. Here are thousands of children half-clothed, half-fed, half-housed, half-homed. They do not know how to read and to write, neither do the people around them. At least 80 per cent of all the people are illiterate. The crying and current need is a school that can reduce this appalling illiteracy. To teach children to read, to write, to count, and to love home and country well enough to honor them and enrich them in all domestic, social, and national virtues, and to put discipline where discord now prevails is the problem.

Later on the more specialized forms of education must be gradually taken up. Historically, pedagogically, and even practically, then, this kindergarten idea for Porto Rico is wrong.

These American teachers know little Spanish. The children know no English. The people are anxious to have their children acquire the language of the United States. They also love their native tongue. The curse of illiteracy must be removed. The schools must do it. These teachers from the United States must teach these children the language of the United States. They must also teach the native teachers how to acquire and to impart the English language. The native teachers can teach the Spanish language, and need only for this work the example and direction of trained professional teachers. No teachers of English go to the rural schools. The salary, the lack of Spanish, and the condition of living preclude them. In all there are 409 rural schools, 50 per cent of the entire number. These schools are now taught wholly in Spanish. The normal school and other agencies must speedily give the teachers of these schools a knowledge of the English language, that all the children in the schools may have instruction in both languages. This change can not be accomplished in one year, but it can be commenced, and in less time than one may suppose these teachers will be able to accomplish decided results. The Spanish language will not and should not disappear from these schools. In Pennsylvania it required generations to put English, and English only, into the schools. In New Mexico the facts are the same. It will be a hindrance, not a help, to deprive these people of an opportunity to acquire both languages.

The salary of an American teacher is fixed by a military law, and is far from just or adequate. In cities of less than 5,000 population the salary is fixed at \$40 per month for nine months. In cities of 5,000

population, or more, the salary is fixed at \$50 per month for nine months. When this law was announced the War Department obligated itself to give these teachers free transportation to and from San Juan and New York. This transportation may now be withdrawn at any time, and yet the law fixing the salary as above is still regarded and followed. Thus the salary of American teachers, which at the outset was wholly inadequate, is threatened with a reduction of \$100, the cost of transportation. Anyone at all conversant with American education knows that teachers of good training or successful experience can readily command more than the amount fixed by law for such service here. The result is that we are compelled to employ only the inexperienced, the roving, or the rejected teachers from the States. This is not wholly the case. A few admirable teachers have come that the climate may restore their shattered constitutions, and a few others have come as a solemn and sacred sacrifice for the Americanizing of the people of Porto Rico. These are true patriots and are worthy the highest commendation. The teacher who braves a strange climate and a new environment for the good of those to be served is as much a patriot as he who in time of war carries the starry banner to victory.

There is yet another menace in this limitation. The opening of commercial relations with our new insular dependencies has opened a new avenue for teachers who understand the Spanish language. These teachers remain here only long enough to acquire the language and hasten home to fill important positions in American schools at greatly increased salaries, and the island must take a new group and suffer the consequent results. The teachers who come here and acquire the language should be paid a salary commensurate to their services, and should not be tempted by a larger salary to return to the States. Early legislation upon this matter is of vital importance to the future of the schools of Porto Rico.

The department suffers from another unfortunate condition. The law demands one teacher of English in each graded school, but it does not give the department the power to appoint the teacher. That power is vested in the local boards of education. They may appoint any teacher whom they see fit to select. The department is wholly at the mercy of local control. The commissioner must write to the teachers in the States, guarantee them a fixed salary, secure for them transportation, bring them to San Juan, and then trust to local boards to ratify such choices by election. In the meantime some other American teacher, holding a five years' license from the insular board of education, secures the place, and the department is obliged to seek a vacancy elsewhere. All this causes vexatious delay and great embarrassment in the assignment of teachers. Evidently the power that selects and provides the teacher should also have the power to appoint the teacher. It is but fair to the majority of the local boards to add that in most cases this does not occur, due not to the law in the case, but to the good faith of these officers with the department.

Under the same law these American teachers are to be given living quarters, or an allowance in cash for such quarters, at the expense of the local board. In many cases this has not been done. Contracts were made, but the rent was unpaid, and the teacher was obliged to pay from her salary the rent or leave the rooms. The department has almost daily complaint of unpaid allowances to American teachers, and will continue to have these complaints until teachers are paid in salary a sufficient sum to provide their own living quarters.

TEACHERS' INSTITUTES AND SUMMER SCHOOLS.

During the summer vacation a group of excellent men and women were sent over the island to conduct a series of teachers' institutes. These teachers were busy all the year in the schools of San Juan and were physically in no condition to endure the travel and labor. Two were sick and two others have been obliged to go off to recover their health in time to take up the work in November. These institutes were held at the following times and places:

CONFERENCIAS DE PROFESORES, ESTACIÓN DE 1900.

Tendrán lugar conferencias de maestros durante el verano en los siguientes puntos y en las fechas dadas:

San Juan	Junio 25 y 26.
Caguas	Julio 2 á 6.
Aguadillia	Julio 9 á 13.
Mayaguez	Julio 16 á 20.
San Germán	Julio 23 á 27.
Yauco	Julio 30 á Agosto 3.
Ponce	Agosto 6, 7, y 8.
Coamo	Agosto 9 á 10.
Guayama	Agosto 13 á 17.
Humacao	Agosto 20 á 24.
Fajardo	Agosto 27 á 28.
Río Piedras	Agosto 30 á 31.
Vega Baja	Septembre 3, 4, y 5.
Camuy	Septembre 6, 7, 8.
Arecibo	Septembre 10 á 14.

Todos los maestros que no esten en la actualidad desempeñando una escuela deberán asistir á estas reuniones, y los que asistan recibirán certificados de concurrencia. Se invita á todos los presidentes y vocales de las juntas locales y á todos los amigos de la educación para que asistan y participen en las discusiones que serán libres para todos.

Se celebrarán dos conferencias ilustradas en cada instituto, una sobre la historia de América y la otra sobre panoramas americanos.

GEO. G. GROFF,
Comisionado Interino de Instrucción.

They were planned to find employment for a group of teachers who were promised a monthly salary throughout the year. The schools closed in June, and Dr. Groff sent them over the island, as above noted. The time was not wisely chosen. It was summer. The heat made the labor very exacting. Most of the teachers were not in the districts where they taught. Being away, they did not attend. The summer schools were in session, and the teachers so employed were not expected to attend. Six of the English supervisors were in the States. There was no one to arrange for the sessions. There was no general announcement of the sessions that came to the teachers. Indeed, in one case, an acting supervisor, after the sessions closed in his district, was asked to write his opinion of the value of the institute to his teachers. He answered that there had been no institute in his district. In a personal interview, when the date and names of the teachers were given, he said he remembered that these people had been two days in his town; that they had talked to a few people, and that no results had followed. This is, of course, no criticism of the six men and women who struggled on in a work which they all knew was unwise and largely a waste of money. Lectures were given in English and interpreted; sloyd was presented, although there is but one sloyd teacher on the island and no equipment

to do sloid work. Nature study was discussed, although no nature study is required in the course of study presented by law.

I will append a report of the attendance and pass the incident with the hope that the \$3,036.06 spent for salaries and for expenses of these meetings may not have been wholly wasted, and the assurance that whatever work is done in this direction the current year will be done upon a wholly new basis.

At the close of the fiscal year \$17,756.09 of the money available for salaries of teachers was unexpended. This was due to the fact that there were not as many schools opened as the funds made possible. This money was apportioned in unequal sums to the different municipalities, depending upon the number of schools they failed to open under the law.

The municipality opening the least number still was credited with the largest unexpended sum. There was a difference of opinion as to the availability of this unexpended sum for salaries in this school year. Upon exactly what authorization Dr. Groff acted in the matter is not known to me. He notified the local boards that they were entitled to this money and that they should open vacation or summer schools to expend it. The American teachers had for the most part gone north. Half the districts had no supervisor, and yet these schools were opened. No reports from half of them ever reached the department, and the auditor very properly ruled that the sum above cited reverted to the treasury as an unexpended balance, and that therefore these teachers could not be paid from that sum. Eighteen thousand dollars of the present year's budget had to be set aside to pay for the maintenance of these anomalous schools. The work of the department will be lessened by this amount, and at least sixty schools that could have been opened October 1 can not be provided for for lack of funds. This was a most serious blunder. The law provides for only nine months' schools. Some districts had as much as twelve. The Spanish system was to keep school all the year, that the teacher might always be on salary. Without giving reasons in detail, I feel that this was an ill-advised and unnecessary diverting of the funds of the present fiscal year to in part fruitless purposes.

So far as reports have reached this department, they are herein given, but they are by no means complete, and it is greatly to be regretted that these schools were opened to consume a fund that did not exist. The total cost of these schools was \$17,779.

FAJARDO NORMAL SCHOOL.

On September 27, 1899, the military government accepted and approved the selection of a site for a normal and industrial school at Fajardo. By the terms of the contract made between the municipality of Fajardo and the military government, each party was to appropriate \$20,000. The sum thus secured was to be used to purchase land, erect buildings, and equip the school for its specific functions. A tract of land was purchased, fenced, and supplied with a well, by order of the insular board of education. In this condition I found the project when I visited Fajardo, September 12, 1900. The principal was conducting a summer school in a rented house, and an additional house was being prepared in order that the school might have additional teachers. I

found some of the people impatient with the delay—almost a year having elapsed and no substantial progress had been made.

This normal school is located in the extreme northeastern corner of the island and is difficult of access. To reach it from the central, south, and entire western half of the island is very expensive. It did not seem to me a happy selection, although I did find earnest, enthusiastic friends of the school at Fajardo, and these people are entitled to every consideration, and the contract must, no matter now how unwise such an action may be, be faithfully adhered to. If the island eventually supports three normal schools, and the patronage of this one is to come under such a plan wholly from the eastern part of the island, it seems to me that the location is entirely satisfactory. At the present it is impossible for the department to give this school the supervision it needs. The land purchased is evidently of more value for the industrial school than for the normal school, and the youth of Porto Rico need a good industrial school. But it is not possible to erect buildings, including dormitories for students, with the money now available. I have advised the people of Fajardo to await legislative relief, and a petition for the same is now awaiting the assembly of the insular legislature in December. It is safe to assert that it will require \$50,000 additional to provide at this place a proper equipment to do the work proposed.

The normal department was opened October 1, and at present I have selected a faculty of four trained teachers. Others will be secured as soon as the department can find proper applicants. Within a fortnight this normal school will be equipped and prepared to receive 100 pupils. Less than twenty are now enrolled. This small enrollment is due in no slight degree to its inaccessibility.

The industrial department can not now be opened. There is no building suitable in the city of Fajardo, and although the insular board advertised widely not one teacher has been secured at all fitted for that work. An industrial school in Porto Rico must be a practical school. It must train the youth of the island into habits of industry and impart to them skill in lines of effort peculiar to the needs of the people here.

It would be altogether better if the United States were to make this the site of an agricultural experiment station. The great industries of the people—coffee, sugar, tobacco, and fruits—must necessarily be the central elements of the course of study. The students in this department will be, for the most part, poor boys and girls. They will expect free boarding, lodging, and tuition. This has already been proclaimed. But to do this involves an outlay in equipment and in current expenses vastly beyond the present possibilities of the insular treasury.

At the commencement of the fiscal year Dr. Groff authorized the opening of a summer session to be maintained for three months. One teacher was to do the entire work. Later another was appointed, and a small primary school, made up of children who were having vacation in the public schools, was also in operation when I visited the school. I was unable to see the value of the work as professional teaching and ordered the session to close. Hearing that the principal held a contract with Dr. Groff for \$100 per month, whether he taught or not, I decided to allow him to continue the work alone until October 1. This was easily done, because the entire number of pupils and the grade of work they were doing made it easy to have one teacher care for the entire school. It is to be hoped that many pupils will now enter this

normal school, and that it will send out well-trained teachers for the schools. I must emphasize yet one other fact. This school has been a normal in name, not in fact. It will now be a normal in fact, with a course of study in some measure at least worthy the name. A copy of this course is appended hereto.

PROPOSED COURSE OF STUDY, FAJARDO NORMAL—TWO YEARS' COURSE.

(Finally, three years for professional equipment to teach.)

PREPARATORY YEAR.

First semester.—(1) Professional studies: School management and psychology and observations in model department and child study (four hours a week). (2) Language: English grammar, Spanish grammar (four hours a week). (3) Mathematics: Arithmetic (three hours a week). (4) Science: Descriptive geography, simple biology (three hours a week). (5) Art: Penmanship, composition (English), music, modeling in clay (four hours a week). (6) Civic studies: History of Porto Rico (three hours a week).

Second semester.—(1) Professional studies: Methods, standard psychology, observation in model department continued (four hours a week). (2) Language: English grammar, Spanish grammar, elocution (four hours a week). (3) Mathematics: Arithmetic (three hours a week). (4) Science: Physical geography, physiology and hygiene (three hours a week). (5) Art: Composition (English and Spanish), music, drawing (four hours a week). (6) Civic studies: History of the United States, colonial and revolutionary epochs (three hours a week).

JUNIOR YEAR.

First semester.—(1) Professional studies: History of ancient education, principles of education (four hours a week). (2) Language: American literature (three hours a week). (3) Mathematics: Algebra (three hours a week). (4) Science: Physics (three hours a week). (5) Art: Composition (English and Spanish), drawing, plastic modeling (four hours a week). (6) Civic studies: United States history, administration epoch (three hours a week).

Second semester.—(1) Professional studies: History of modern education, educational theory (four hours a week). (2) Language: Spanish and English literature (three hours a week). (3) Mathematics: Geometry (three hours a week). (4) Science: Biology (three hours a week). (5) Art: Composition (English and Spanish), water colors, gymnastics (four hours a week). (6) Civic studies: General history (modern), elementary civics (three hours a week).

SENIOR YEAR.

(To be deferred at present).

SCHOOL BUILDINGS.

There are no public-school buildings in Porto Rico. The schools are conducted in rented houses or rooms, and these are by no means suited for the work. Much of the value of instruction is lost owing to unsuitable rooms. In a few cities the schoolrooms are good, but the seating is primitive and in many places wholly lacking. A kindergarten teacher told me that her pupils came each day with chair or bench, and that those who were too poor to do this sat on the floor, and the sole sense of pride in the teacher was in the fact that the floor was clean. There is a crying need for good school desks. Some boards will provide them this year; but the great difficulty is not only the lack of funds, but the character and uncertain tenure of the rooms in which the schools assemble. In many cases the rent for these rooms was unpaid by the local boards at the end of the year. It was feared that some districts would be unable to retain present buildings or provide

others. However, this has not been the case. In some manner the buildings have been secured and the schools are in operation. But it is a great menace to the system that it is liable yearly to be rendered homeless through lack of funds to provide houses.

The sanitary conditions of these buildings are wholly bad. The general judgment touching this subject is wholly at variance with the present status of sanitary science. The schools will never have sanitary appliances and equipment until houses are specially constructed for school purposes under the control of the department of education. The primitive condition and absence of equipment in many of these schools defy description. There is a roof, sometimes a floor, a sort of desk for teacher, and little more. The difficulty of obtaining even this has in some cases prevented the opening of schools. Aside from this we have had little trouble in securing some sort of a place in which to teach.

In many of these rooms no chest or case is provided in which to protect the books and supplies. Last year the loss of Government property from this cause alone amounted to much more than the cost of chests for all the schools. This department has ordered that no school shall be considered legally open and no supplies or books of the Government placed therein unless a secure chest or case is provided for them by the local board.

The location of these schools has been heretofore wholly in the hands of the local boards, and many large barrios with many children have had no schools, while some small barrios have had schools. This inequality we are now considering, and the schools will in this fiscal year be located in the barrio having the largest number of children of school age.

ENGLISH GRADED SCHOOL OF SAN JUAN.

On July 1 fire destroyed the only building on the island built for public school purposes. It was erected by the military government and was known as the "model and training school." This building was erected in haste and was not well constructed. It was not conveniently located. It cost much more than it was worth. An officer of the board of public works assured me it could be duplicated for \$5,000. The building cost, according to the report of Capt. W. V. Judson, president of the board of public works, to Brig. Gen. George W. Davis, \$10,183.26. In it were stored all the supplies, books, and records of the department, together with many text-books, maps, and supplies for the schools. These were all destroyed. When I came to the island I found that the insurance money upon the building was not paid, that a claim was not even presented for it. This was due in part to the fact that an investigation was ordered to ascertain the cause of the fire. No specific cause was established, and I at once presented claims and collected the total insurance due on the policies, the sum of \$10,354.85. This money is now held as a special trust fund for such purposes as the department may, with the advice and consent of the governor, determine. It is my opinion that \$7,000 of the money should be used as part of a fund to erect in San Juan a really creditable school building. I have so announced to the school board. They are now planning to erect a \$60,000 schoolhouse, which will be a credit to the city and a lasting benefit to the people.

This model and training school had no relation to the school system of the island. It was an institution unique in its character. Dr. Groff says "it was originally started as a school for American children." Of its work he says: "It was a laughing stock to all who knew anything about schools, but I thought it best to let it die easily." Just what it was and what it did I am unable to state.

After going carefully over the problem presented I decided to organize a thorough system of schools, from kindergarten to the third year of the high school. Excellent quarters are being fitted up in the Beneficencia Building in the city, and a full complement of experienced teachers has been secured. The school will open November 1 for a term of eight months. The course of study will be typical of the course of study to be gradually wrought into the system of education for Porto Rico. The school will thus have a double value. It will not only provide much-needed educational facilities for about 400 children, but it will also be a type of genuine educational work for the guidance of all the cities of the island. A copy of the course of study is appended.

SCHOOL BOOKS.

Dr. Groff advertised in Porto Rico and in New York for books and supplies for the current year. These bids were required to be on file here July 20, 1900. He informed me upon my arrival that no awards were made and urged that orders be placed at once. In his letter to me he says: "Last year bids were placed in August and some books did not get here until New Year. Books were being actively distributed in February." That the schools should be opened October 1 and books for the pupils arrive the following February needs no comment. I placed orders for the books actually needed in the schools, not for all that bids were solicited for, early in August, and when the schools opened in October the books were in the schools ready for the pupils. The fire of July 1 destroyed all the books in the stores of the board of education, and also all the books belonging to the district of San Juan. During the summer the schools of San Juan were conducted for three months with no books. The reason for this, as given by the English supervisor, is that the department did not call in from any of the other fifteen districts such books as were needed. I myself in September saw two schools in San Juan in which there were three and two books, respectively.

There was much confusion last year, due to the fact that advanced books were purchased in the English language. There can be no present use for histories, arithmetics, and grammars in the English language. This year the pupils in the graded schools are all taught English, and as soon as these pupils acquire sufficient English to think in the language, their informational studies may be in the English language. Every child must have at least one English text-book and as many more as it is profitable to provide. There is yet another matter. The schools had a course of study fixed by law, but the text-books furnished made it impossible to follow the course of study. As rapidly as it can be done the schools will be reorganized and put upon a systematic basis, and the text-books made to conform thereto. I may add that \$33,000 was expended for books last year. We shall this year open 180 additional schools, properly equip all the old and the new

schools, furnish free supplies (which was not done before), and the cost will be less than \$20,000. There is a crying need for new maps of the United States and of Porto Rico, also for flags for the new schools. These will be provided during the following months. From time to time the department will also issue bulletins of methods and management for the assistance and guidance of teachers. There are many additional matters relating to this topic which it is better to present in a later and fuller report.

SCHOOL SUPPLIES.

It is almost impossible to secure suitable supplies for the schools in Porto Rico. The Spanish system of education did not demand such equipment as our system presupposes. The insular board of education did not furnish supplies. This was left to the local boards, and as a result many schools were not supplied. It seemed to me decidedly unwise to expect results without some reasonably adequate equipment. I ordered all necessary supplies, including slates, slate pencils, tablets, pens, penholders, pencils, blackboard cloth, crayon, erasers, rubber erasers, ink, and such other materials as seemed necessary, to the end that the children should not suffer because of the failure of the authorities to provide these essential supplies. These were received and distributed to the schools at the opening of the term, and at no cost to the respective municipalities. It is hoped that the money thus saved to them will be used to purchase good desks for the schools. Every child now attending school in this island has a complete equipment of books and supplies, and at no cost to the pupils or to the local boards. In the leading States of the Union "free books and supplies" means their purchase by local boards and their free use by pupils. Porto Rico now does more for her respective municipalities in this respect than do the States of the Union.

The only objection that can be urged against this plan is that there will be a waste of supplies. The English supervisor and the teacher alike are directly responsible, and it is not probable, although it is possible, that any considerable loss can result, and the loss, if any, is more than compensated for by the great benefit it is to the pupils to have all the materials they need in their work. It is a special source of congratulation that those supplies were ordered, received, and delivered to the schools within eight weeks, for Dr. Groff states that "in the spring I ordered by cablegram supplies which required three months to receive." It will be seen from this that delays have occurred and that we are now especially fortunate in having our supplies in the schools. This may be due to the fact that all orders given for books or supplies by this department contain this statement: "It is expressly understood that these books and supplies are to be delivered f. o. b. New York within fifteen days of receipt of order; otherwise the order is not valid and the consignment will not be received." This has worked no hardship to publishers and manufacturers, and has been a decided gain in time to the business of this department.

TEACHERS' PENSION FUND.

Under Spanish control 3 per cent of the teachers' salaries were set aside as a pension fund. This fund was paid in quarterly installments

to aged and indigent teachers. When the Spanish evacuation of San Juan occurred, it is claimed that about \$40,000 of this fund was taken away without any authority in law. A claim for this sum, I believe, is now pending, through the patriotic efforts of Brig. Gen. George W. Davis, who had done nobly by this fund. He took the remainder of the fund under his care, directed the department of education to pay all just claims, and to foster the fund. This is now done by the department, and all pensions are paid regularly. This can not continue many years. There is now no pension fund collected, and it is only a question of years when the last payment will be made. In the meantime it is recommended that some equitable and legal means be established by which those owning the fund shall have some enlarged control of its disbursement. To us it is a sacred trust, which we are administering faithfully and at absolutely no expense whatever to the fund or pensioners.

LIBRARY AND MUSEUM.

The need of a complete exhibit of pedagogical literature, text-books, and school apparatus early impressed itself upon me. When rooms were secured for the department offices, it was arranged that two large and convenient rooms be set aside for this purpose. Requests for donations of exhibits were mailed to many friends in the States, and we have already received about 300 volumes and many pieces of school apparatus. These are being delivered here free by the Government transport service, and many additional donations will arrive in the next fortnight. The department will also purchase standard pedagogical works to the number of 500 volumes. In these rooms we shall have a complete pedagogical literature. These volumes are being carefully catalogued, and the rooms are open to the public daily from 8.30 a. m. to 4 p. m. Already many persons have come to consult the volumes to study the development of text-book making and to ascertain what is possible in the equipment of a first-class school.

This museum and library will be of great educational value. The teachers of Porto Rico never saw the best books and supplies. They know little of the vast array of school aids, and to them a visit to this department will be a revelation and an inspiration. Citizens also find here the possibilities for elementary education, and are led to request that school boards provide with increasing liberality the best material for the education of their children. Volumes from this library may, with the consent of the assistant commissioner of education, be taken from the rooms for a limited time. It is the purpose to make this library and museum serve in the fullest possible manner the need for authentic educational literature.

FREE PUBLIC LIBRARY.

Early in August I found in the rooms of the beneficencia building above 5,000 volumes of standard Spanish and American literature, and believing it to be a public service to utilize these volumes as a public library, I obtained the cordial assistance of Governor Charles H. Allen to the project. Three large and suitable rooms in the heart of the city, in the post-office building, were set aside for the library, and the governor named as a board of trustees to open and manage the

library the following: M. G. Brumbaugh, president; E. S. Wilson, vice-president; H. P. Fallen, secretary; Tulio Larrinaga, F. Degetau.

For the maintenance of the library for the current fiscal year, \$1,200 was appropriated.

The board immediately fitted up the rooms, removed the above-recited volumes, and is now engaged in cataloguing them. The library will soon be opened to the public. Its walls are covered with large oil paintings, the nucleus of an art gallery, and its rooms will be the welcome resort of all seriously minded people. This library, in my judgment, is one of the most valuable educational agencies the city can afford, and the people are indeed fortunate that they should have this mental treasury opened to them free of all cost and under the most liberal auspices. Too much credit can not be given to the honorable governor and the honorable secretary of Porto Rico for their active and intelligent assistance in making this library an actuality within one month of the time it was first considered by them.

HELP TO PORTO RICAN PUPILS IN THE UNITED STATES.

Porto Rico has no public college or university. It has no money now to erect, equip, and maintain such institutions. It will be some time before it can do so. In the meantime there are ambitious young men and women, poor but worthy, who yearn to taste of the higher life of culture and power. In their behalf this department addressed the leading schools, colleges, and universities to ascertain what help, if any, they would give to these Porto Rican pupils. The answer has been prompt and most generous. The best educational institutions of the United States have offered free tuition, some have added free lodging, others have even gone to the generous limit of offering free living to such pupils as we commend. In all, above thirty leading institutions have agreed to receive almost one hundred young men and women at greatly reduced rates. The influence of this has been most helpful. It has demonstrated to the people of Porto Rico that the American system of higher education is not only ready to welcome their sons and daughters, but it has also assured them that the American college and university is anxious to help them to the best training that American civilization can afford.

Every vessel going north is now carrying some of those pupils, and soon throughout the Union those young people of the Tropics will be living a new life under a changed sky, and gathering for the good of their native island home an education and social, economic, and political training of vital significance.

It may be well to add that the department gladly undertook this service to protect these youths from poor schools. The Americans that came here in some cases did not know the relative value of educational institutions in the States. They did not hesitate to offer gratuitous advice, and in many cases sent promising boys to schools of no real merit. That any school is better than none may be true, but that these youths should be sent to inferior schools is not wise nor necessary. The department will commend no school that does not rank high, and it will gladly advise all pupils from the island as to the proper places in the States to obtain the best education our American civilization can afford. The best is none too good for the men and women who are to shade the thought and fashion the ideals of these people in the near future.

CONCLUDING REMARKS.

A system of schools is now in operation in Porto Rico. It has gathered to itself 800 teachers and 38,000 pupils. This is something to be grateful for. But it is only a beginning. There are about 300,000 children of school age for whom there is no school. That all of these could voluntarily attend school were they given the opportunity is, of course, not probable. That a large number of them would attend is manifest from the fact that the 180 new schools opened October 1 are now attended by a full quota of pupils. In many cases children are denied admission at the door, solely for lack of space, even on the floor, to receive them.

Of the details of the system it is not now necessary to write, nor does it seem prudent to draw conclusions from the meager data now at hand. I have no doubt many grave errors have been and will be committed. The schools can not be perfect; they can not even be satisfactory until they can meet in proper houses, under trained teachers, and with more specific supervision.

These schools, it should be remembered, are not to be measured by American schools and compared with American systems. They represent the civilization which prevailed here for centuries. They can only gradually be transformed into any other character. Americans here and in the States must not forget that a system of schools here may well serve the ideals of this people and not meet the full indorsement of American critics.

In general, it is safe to assert that the schools are more satisfactory to the native citizen than to the American who has not yet learned the ideals and racial characteristics of this people. The citizens of Porto Rico have been led to expect immediate changes of great moment. These have not come. They can not. A school is an evolution. It can not be decreed by any man's fiat.

What of the future? There are many perplexing problems to be met. There is a way to do this. It is possible to reduce the great illiteracy in Porto Rico. It must be done. The hope of the island is in the public schools. If these people are to share more and more in the large life of a pure democracy, they must be fitted for such enlarged participation by education. An educated people alone can maintain republican institutions.

It remains only to add that in the ten weeks of arduous labor here a system of administration has been instituted capable of meeting all reasonable demands. There are many essential and in some cases radical reforms to be wrought in the system. The department can cope with all these problems as they arise. What it can not do is to provide funds to enlarge its work. Given a fund equal to its possibilities, and this department will within a hundred days provide schools for 200,000 additional pupils.

OUTLINE OF COURSE OF STUDY FOR THE SAN JUAN SCHOOL.

PRIMARY GRADE.

FIRST YEAR.

I. Language: (a) Reading, (b) writing, (c) composition and spelling, (d) memory work.

II. Number work.

III. Nature study and elementary science.

IV. History and biography.

V. Art.

I. (a) Words and sentences from blackboard. Sentences from chart and reader, with definite drill in phonetic elements and words. Reading from chart and primer, with frequent changes of text, using at least three different sets of readers. Insisting upon a clear understanding of the thought, which means a comprehension of the meaning of the word and its relations, before the sentence is read. Attention to bodily conditions in reading—pose, voice, etc.—and directions in pronunciation, articulation, and inflection.

(b) Copying words from blackboard and from slips provided. Here forms, single letters, and letters combined in words insisted upon, following the vertical system, using no ink until about the middle of the school year, first writing with pencil on paper rather than on slate.

(c) Oral telling of stories by teacher, to be repeated by the child. Reading of stories to the children, to be repeated by the child orally. Copying words and sentences. Writing from dictation. Teaching pupils to write their name, and to use the simple punctuation marks and capital letters, noting especially the correct orthography of each word, but not teaching spelling as a separate class exercise. Moving gradually from wholly oral at the beginning over to written composition work as the major exercise, but retaining some oral work at the end. Allowing the child great freedom in the expression of its own thought.

(d) Memorizing and reciting short, simple literary quotations, at least two lines a day, teaching the entire poem as a rule. Exercising care that the selections are sensible and intrinsically valuable.

II. Combinations of numbers to 20, using concrete objects; teaching oral. Begin simple fractional elements, as one-half, one-fourth, one-third, etc., putting these simple numeral elements before the child's eye in figures, gradually, and complete the number concept in each case with appropriate oral stories, allowing the child himself to form the stories, if possible, and perform the operation in the concrete as the story progresses. Gradually lessen the use of objects, teaching the child early to think of the number independent of the thing. Teach simple relative values of pint, quart, inch, yard, penny, dime, etc. Compare various objects as to size, developing concept of surface and content. Give abundant drill, ample illustration, and follow, in part, the Grube method of teaching the child additive and subtractive elements simultaneously, but not pressing this to the full measure of the method.

III. Recognition of common plants and trees, their uses, their relation to man. Recognition of common animals, their uses and relation to man. Recognition of common rocks, their uses and relation to man. Hints as to their distribution. Simple discussion of parts of the human body, movement, use, and care of each. Simple comparisons of human to other animal bodies. Simple elements of hygiene, as care of teeth, hair, eyes, face. Hygienic conditions in general. Suitable stories and selections illustrative of travel. The habits and haunts of birds, animals, fishes, etc. Descriptions of scenery and such other matters as will lay the foundation for an appreciation of nature.

IV. Selected stories suited to the capacity of the child and to the season, making it subordinate to Group III, including fairy stories and such general bits of historic incident as relate to man in his primitive condition and as portray the general characteristics of historic characters.

V. Free-hand drawing work from memory and imagination. Paper folding, rote songs, breathing and exercises; study of pictures, using results in language; drill in blackboard drawing, and drawing from nature study, using colored crayons, with such additional elements as the teacher of drawing may order.

SECOND YEAR.

I. (a) Readings from several first readers. Phonetic drill continued. Introduction of second reader as early as possible in the year. Abundant reading at sight.

(b) Copying and writing from dictation. Practice upon forms of single letters. Copying from dictation with pen and ink.

(c) Reproduction exercises, but not pushed to the extreme. Drill on common abbreviations, punctuation, and capitalization. Spelling of words having the same sound and different orthography, or different sound and the same orthography.

(d) Memory work reviewed and continued. Selections taken not only from the readers in use, but from the reference library.

II. Numbers from 1 to 100, developing multiplication tables and simple elements of partition and division. Application of weights and measures. Simple fractional parts. Areas or simple solid bodies. Begin the use of a greater divisor than 10 for mid year. Original problems involving simple elements of the triangle, square, cube, etc. Considerable oral work.

III. Observation of habits of animals. History of distribution of animal and plant life. Development of plant from seed to fruit; growing plants, if possible, in the room. Observe each stage of their development. Useful animal productions, especially parts used for food and clothing. Use of seeds to man. Forms of water. Direction and distance of winds. Judgment of distance. Knowledge of local food and animal products. Continuation of hygienic lessons on the skin, use of bones, effect of narcotics and stimulants. Lessons on eating, drinking, breathing, sleeping, healthful foods and drinks. Use of the muscles. Kinds and time for exercise. The value of sleep.

IV. Continuation of and completing of reading of stories and fables, keeping in mind the related work in Group III.

V. Continuation of free-hand drawing, with objects, such as trees, animals. Study of pictures for story. Use of water colors. Drawing from nature in color. If possible, paper folding and paper cutting. Simple elements of definite drawing of lines, straight and curved, and simple geometrical magnitudes.

THIRD YEAR.

I. (a) Different portions of several second readers. Supplementary reader. Introduction of third reader. Copying and writing from dictation with ink. Frequent composition exercises, with increased attention to form and correctness. Attention to choice of words, forms of words, also to clearness and originality. Discussion of right form of sentences for the expression of thought. Memory work continued. Entire selections memorized.

II. Addition and subtraction with and without objects. Multiplication and division clearly developed. Application of familiar weights and measures. Fractional parts especially emphasized. Original problems submitted and worked. Comparative use of cubes and prisms. Simple geometrical elements, largely from observation and by construction, if convenient. Measurement of familiar distances and surfaces. Proper application of the same.

III. Analyses of simple plants, rocks, etc. Discussion of the qualities of objects. Adaptation of animals to their environment; plants to their environment. Discussion of changing length of day and night, and varying temperature. Life history of familiar plants. Teach cardinal points. Detailed study of some drainage system, developing concepts of valley, hill, slope, watershed, plain, etc. Discussion of erosive action of water, soil formation, water, record map of town, study of neighborhood, fixing points of compass. Flesh-making and heat-giving foods. Wholesome and unwholesome drink and foods. Simple lessons on digestion and circulation of blood. Care of parts of body, developing especially the moral value of cleanliness, neatness, tidiness, etc. Reading of books bearing upon the year's outline.

IV. Classical myths and stories, Bible stories, building in the mind, steadily, ideals of what life ought to be, how society develops, what the social body is, and the duties of each one in the social group. Simple elements of civic life. Functions of officers. Reason for law, for legal restraints. Duties to one's country, significance of a flag. Poems relating to the above.

V. Rote songs continued, and, if possible, simple musical elements. Illustrative drawing. Harmonious arrangement of colors. Beginnings of simple design.

FOURTH YEAR.

I. Complete third reader. Extend reading of supplementary matter. Reading of entire books assigned by the teacher. Specific instruction to pupils who have not learned to form letters well. Abundant composition and dictation exercises, noting, now especially, the development of a style, which shall be simple, clear, and in harmony with the character of the thought the child expresses. Reporting in writing the substance the books read. Engaging in conversation, for the purpose of development of fluent oral style. Memory work continued.

II. Knowledge of larger quantities, say, to 1,000, or perhaps more. Thorough mastery of the fundamental processes. Drill on fractions to twelfths. Decimal system. Simple business transactions. Common weights and measures. Areas of simple geometrical magnitudes.

III. Study of the development of an animal, as, say, a frog, also of typical plants—using the microscope. Develop the significance of pebbles, sand, and with reference to rocks. Effect of heat on water and air. Effect of heat, water, and air on rocks, animals, and plants. Movements of the sun and moon. Some attention to star groups and their recognition. Lessons on natural divisions of land and water. Map interpretation—use globe. Analyses of Porto Rico, then of North America. Special lessons on climate. Point out salient geographical features of the United States. The anatomy of the human body, dwelling especially on the bones and muscles, joints, ligaments, cartilage. Effect of narcotics and stimulants.

IV. Stories from the *Iliad*, from pioneer life, especially pioneer life in Porto Rico and the United States. Stories of famous persons, like Marco Polo, Columbus, Washington, John Smith, Raleigh, Ponce de Leon, Lincoln, Franklin, Lafayette, Fulton, Morse, Grant, etc.

V. Sketching from nature or objects. Analyses of leaves and flowers for color. Study of famous paintings for knowledge of color, outline form, etc. Analyses of mass pictures. Study of tints and shades of one color. Development of floral and other designs. Drawing with the ruler, followed by copying if necessary to fix concept. Subdivision of design. Sloyd work. Rote singing continued, with some attention to the building of musical system and use of notes, rests, accents, etc., remembering always that the language work and the number work, together with the manual dexterity that grows from simple art elements, form the basis and core of any system of instruction, and that the emphasis of early work must always rest upon these fundamental elements, and that all nature study, all history and geography, and all other supplementary matter has value only as it contributes to the intensifying of these fundamental parts of the curriculum, and of these fundamentals first and most important of all is the language work.

INTERMEDIATE GRADES.

FIRST YEAR.

I. Reading from the fourth reader, with special attention to the character of the literature and an interpretation of the thought, making the study both informational and cultural in its character. Gradually lessen the instruction in writing, but insisting that composition and other work done by the pupils shall be their best efforts. Composition exercises covering the scope of the reading, paying attention to the figures of speech, different forms of sentences, correct punctuation and capitalization, and the right use of words. Memory work continued as far as possible.

II. Drill in fractions, including all the fundamental processes, problems in common weights and measures, simple business forms. Instruction on plane figures. Rules for surface of cube, prism, and square pyramid.

III. Plant analyses continued, emphasizing roots and stems. Study of the form, leaves, and bark of trees. Influence of the sun in producing the seasons and day and night. Relation of insects to man as useful or injurious. Countries of North America, dwelling especially on mountain ranges and watersheds. Special lessons on soil. Study of the British Isles. Special lessons on climate and productions. The structure, kinds, and uses of muscles. Study of the skin, hair, and nails. Effects of bathing and clothing, stimulants and narcotics. Supplementary reading bearing on natural history, and geography and physiology.

IV. Reading, relating to explorations and discoveries in North America and South America. Study of American colonial life and Porto Rican life, touching upon the Indians and the white man's struggle for occupation.

V. Freehand drawing, simple plant, fruit, and geometric objects. Study of color. Study of famous paintings. Drawings of children in different attitudes. Arrangement in places as to borders, surface patterns, and rosettes, using color in moderation. Accurate drawings of geometrical figures, music and calisthenic exercises accompanying it.

SECOND YEAR.

I. Continuation of the work in language of the year before, following substantially the same general plan and finishing the reading of the fourth reader.

II. Metric system, percentage in its simplest applications. Simple problems in denominate numbers, computation of solid contents of simple magnitudes, measurements of surface, business problems.

III. Study of vegetation in Porto Rico, dispersion of seeds. Effect of heat and gravity on water and air. Study of bird life and its dispersion. Simple laws of heat. Review the United States and Porto Rico geographically. Study Germany, France, and Spain. Simple lessons on Cuba, the Philippine Islands, on winds and ocean currents. The structure and convenience of the muscles and skin. The growth, waste, and renewal of the body. Simple laws of digestion, circulation of the blood, and the relation of the blood to health. Effect of alcohol on digestion and circulation. Suitable supplementary reading in harmony with the work of the year.

IV. Period of colonization and of the Revolutionary war, and some reference to the early administrations to the civil war, dwelling especially upon the personalities of the characters rather than the administrative problems. Stories connected with the history of Germany, France, Spain, Cuba, the Philippines, and other important countries to the pupils.

V. Drawing of plants and common objects. Analyses of leaves and flowers for color scheme. Study of famous paintings, using the results as language and history material. Drawings in mass of animals and children. Applications of arrangements in spaces of borders, surfaces, etc., using color with discretion. Accurate drawings of simple rectangular objects and the applications in appropriate material. Music and calisthenics as before.

THIRD YEAR.

I. The formal study of the sentence, parts of speech phrases, clauses, analyses of sentences, and drill on nouns and verbs.

II. Applications of percentage to insurance, interest, commission, taxes, etc. Business transactions and accounts. Thorough study of inclosed and solid contents of cylinder, pyramid, and cone.

III. Study of grasses and grains. Typical marine animals. Some plant family, as the rose. General review of North America. Study of Asia and Africa, noting especially colonies and dependencies with special lessons upon productions and government. Study of coal, its distribution and uses. The composition and purity of air, organs of respiration, including ventilation, disinfectants, exercise and clothing. vocal organs and their functions, effects of stimulants and narcotics.

IV. Ancient America, the Northman, voyages and discoveries of Columbus, the Cabots, and Vespucci. Special attention to United States history from 1763 to 1783. Reading from early history of England. Study of the local Government officials, by whom chosen, duties, etc. Study of insular government. Study government and United States Government to fix simple civic processes clearly in the mind.

V. Drawing continued in harmony with the work of the year before. Introduction of lessons in modeling and woodwork. Music and calisthenics.

FOURTH YEAR.

I. Study of literature. The reading of pedagogical selections and general survey of the field of English and Spanish literary development, dwelling especially upon the authors that have touched the life of Porto Rico. Study of the English language continued, including remaining parts of speech. Rules of syntax. Analyses of sentences.

II. Drill on definitions, rules, and formulas in arithmetic. Problems and theories relating to angles and lines. Angles, lines, circles, etc., beginning algebra, including factoring and equations with two unknown quantities. Simple accounts.

III. Study of poisonous plants and trees. Lessons on light, sun, and electricity. Comparative study of climate, winds, and states of society. The nervous system. Organs of the special senses. Effects of narcotics and stimulants upon the nerves. Appropriate reading relating to the above topics.

IV. Study of recent United States history. History of Porto Rico to the present time. Reading of English history of eighteenth and nineteenth centuries. Principles of State government. Object of laws and duties of citizens and of officials. Rights and duties of nations, war and arbitration.

V. Drawing in any medium of common objects. Analyses of beautifully-colored nature objects for color scheme. Study of buildings and their influence. Simple perspective. Study of historic ornament and complementary groups of colors. Continuation of industrial drawing and processes. Drill in music and calisthenics.

It is understood that this is a mere outline to be followed in the main. That in the primary school, the first year at least 40 per cent of the entire time should be devoted to Group I, 25 per cent to Group V, 12 per cent to Group II and to Group III, and the remainder of the time to Group IV. Continuing in this way until the third year, gradually lessen the time to Group I and to Group V, increasing the time

in Groups II, III, and IV, in the order named, and in the first year of the intermediate grades giving 35 per cent of the time to Group I, 20 per cent to Group V, 15 per cent to Group II, 20 per cent to Group III, and the remainder of the time to Group IV. Carrying this general relation throughout the four years of the intermediate school, and never sacrificing the language work to any other feature of the course. It is understood further that in the rural schools, only that part of the course need be taken up which is not printed in brackets, but in the graded schools, so far as possible, the entire course of study should be undertaken with such modifications and omissions as may be absolutely necessary by local conditions, and which shall be made only by the advice and consent of the English supervisor of the district and the principal of the school. Do not allow pupils to enter a higher grade than the one in which they can do the work satisfactorily. It is easier to promote a child than to demote one. Therefore, in grading the children at the opening of the year it is better to put them in the next lower grade than in the one next higher. It is not so much a question of what grade a pupil is in as it is a question of what kind of work the pupil does in the grade. The teacher should under all circumstances equip herself in all the different groups of studies here provided for. It is further recommended, and even urged, that in each school there shall be collected a cabinet of appropriate objects for the proper presentation of these lessons. These objects may be gathered by the children and teacher in the neighborhood or purchased by the board of education, or made by the children themselves under the direction of the teacher. It is a poor school that does not, through its own sources, provide at least some equipment to do objective teaching. The real test of good teaching is to be found in the power of the child to think clearly and to express his thought in language, both orally and written, and no lesson should be considered well taught until the child has acquired the ability to give an intelligent report of its knowledge of that lesson. Remember that it takes time to grow mental power, and that to make haste slowly and to do good work well is better than haste attended by superficial knowledge.

Beyond all courses of study, and more important than any part or parts of the same, is the power of the teaching, and the life of a noble teacher, impressing upon the children from day to day the simple lessons of Christian manliness and womanliness, earnest devotion to country and home, and that series of civic, social, and moral virtues which in the aggregate make up a noble character. The end of all true teaching is right living.

Schedule of schools opened October 1, 1900.

[A gain of 180 above 1899.]

No.	District.	Principals.	Grade teachers, \$50.	Grade teachers, \$40.	Rural teachers.
I	San Juan	4	30		1
II	Rio Piedras	2		14	20
	1. Rio Piedras	1		4	6
	2. Carolina	1		4	6
	3. Trujillo Alto			3	3
	4. Lotza			3	5
III	Fajardo	2		18	19
	1. Fajardo	1		11	7
	2. Rio Grande	1		4	6
	3. Naguabo			3	6
IV	Humacao	2	8	12	22
	1. Humacao	1	8		8
	2. Yabucoa	1		4	5
	3. Juncos			3	4
	4. Vieques			5	5
V	Caguas	2	8	17	32
	1. Caguas	1	8		9
	2. Gurabo			3	5
	3. Aguas Buenas			3	4
	4. Cidra			3	3
	5. San Lorenzo			4	5
	6. Cayey	1		4	6
VI	Guayama	2	6	16	14
	1. Guayama	1	6		4
	2. Arroyo	1		4	1
	3. Patillas			3	4
	4. Maunabo			3	2
	5. Salinas			3	1
	6. Santa Isabel			3	2

Schedule of schools opened October 1, 1900—Continued.

No.	District.	Principals.	Grade teachers, \$50.	Grade teachers, \$40.	Rural teachers.
VII	Coamo.....	3	19	37	
	1. Coamo.....	1	5	9	
	2. Juana Diaz.....	1	4	12	
	3. Aibonito.....	1	4	5	
	4. Barranquitas.....		3	5	
	5. Barros.....		3	6	
VIII	Ponce.....	4	22	25	
IX	Yauco.....	2	6	13	28
	1. Yauco.....	1	6	2	13
	2. Sabana Grande.....	1		4	4
	3. Guayanilla.....			3	4
	4. Penuelas.....			4	7
X	San German.....	2	7	12	23
	1. San German.....	1	7		7
	2. Cabo Rojo.....			5	8
	3. Lajas.....			4	5
	4. Maricao.....			3	3
XI	Mayaguez.....	3	13	8	29
	1. Mayaguez.....	2	13		19
	2. Anasco.....	1		4	4
	3. Las Marias.....			4	6
XII	Aguadilla.....	2	8	12	28
	1. Aguadilla.....	1	8		8
	2. San Sebastian.....	1		3	6
	3. Aguada.....			3	5
	4. Moca.....			3	5
	5. Rincon.....			3	4
XIII	Camuy.....	1		23	27
	1. Camuy.....			4	4
	2. Hatillo.....			4	5
	3. Isabela.....			5	9
	4. Lares.....	1		6	6
	5. Quebradillas.....			4	3
XIV	Arecibo.....	3	10	20	45
	1. Arecibo.....	1	10	8	14
	2. Utuado.....	1		6	19
	3. Adjuntas.....	1		6	12
XV	Vega Baja.....	3	9	14	28
	1. Vega Baja.....	1		4	6
	2. Vega Alta.....			3	4
	3. Manati.....	1	9		9
	4. Ciales.....	1		4	4
	5. Morovis.....			3	5
XVI	Bayamon.....	2		23	31
	1. Bayamon.....	1		5	12
	2. Toa Baja.....			3	3
	3. Toa Alta.....	1		3	2
	4. Dorado.....			3	2
	5. Corozal.....			3	3
	6. Naranjito.....			3	4
	7. Comerio.....			3	5
	Total.....	39	127	221	409

32 REPORT OF COMMISSIONER OF EDUCATION FOR PORTO RICO.

Report of summer schools for July and August, 1900.

JULY, 1900.

No.	District.	Graded schools.	Rural schools.	Days in session.	Boys enrolled.	Girls enrolled.	Total.	Left during session.	Admitted during session.	Teachers.
II	Piedras.....	2	1	22	110	38	148	9	6	3
IV	Humacao.....	1		22	38		38		0	1
	Yabucoa.....	4	2	22	124	41	165	12	14	6
VII	Ponce:									
	San Isabel.....	7		22	275	93	368	25	17	7
	Playa.....	4		22	88	89	117	18	6	4
	Vives Str.....	5		22	61	162	223	20	14	5
	American.....	6		22	100	136	236	10	8	6
X	San German:									
	Maricao.....		1	22	35	18	53	3	1	1
XIV	Arecibo:									
	Utua.....	3	3	22	136	111	247	22	4	6
	Ajuntas.....	3	2	22	150	101	251	30	26	5
XV	Vega Baja:									
	Vega Alta.....	1	2	22	135	19	154	9	4	3
	Manati.....	1	3	22	91	37	128	49	43	4
	Ciales.....	1	3	22	161	50	211	3	7	4
	Morovis.....	2	4	22	208	35	243	35	5	6
	Total.....	40	23	22	1,718	937	2,655	247	131	61

AUGUST, 1900.

II	Piedras.....	2	1	23	85	38	113	0	6	3
VI	Humacao.....	1		23	36		36	0	0	1
	Yabucoa.....	5	1	23	202	41	243	0	37	6
V	Guaguas:									
	Cidva.....	2	3	23	128	93	221	19	5	5
VI	Guayama:									
	Hato Grande.....	4	2	23	182	127	309	47	4	6
VIII	Ponce:									
	San Isabel Sto.....	7		23	253	81	334	28	36	7
	Playa.....	4		23	86	91	177	4	8	4
	Vives Sto.....	5		23	67	166	233	3	5	5
	American.....	5		23	65	113	178	18	5	5
X	San German:									
	Maricao.....	2		23	50	42	92	5		2
	Manillas.....		2	23	55	47	102	2		2
	Lajas.....	2	5	23	213	72	285	10	24	7
	Cabo Rojo.....	3		23	72	67	139	2	2	3
XIV	Arecibo:									
	Barceloneta.....		1	23	55		55			1
XV	Vega Baja:									
	Vega Alta.....	1	4	23	174	41	215	5	5	5
	Manati.....	1	3	23	116	54	170	26	21	4
	Ciales.....	2	3	23	178	87	265	17	17	5
	Morovis.....	2	4	23	186	51	237	8	13	6
	Total.....	49	28	23	2,203	1,211	3,414	193	188	77

Report of institute for teachers.

Place.	Date.	Day.	Teachers enrolled.	Attendance.	Remarks.
San Juan.....	June 25, 26.....	2	40	Fair.....	Failure.
Caguas.....	July 2-6.....	5			Do.
Aguadilla.....	July 9-13.....	5	27	Fair.....	Do.
Mayaguez.....	July 16-20.....	5	30	Good.....	Successful.
San German.....	July 23-27.....	5	36	do.....	Do.
Yauco.....	July 30-Aug. 3.....	5	38	do.....	Failure.
Ponce.....	Aug. 6-8.....	3	46	do.....	Satisfactory.
Coamo.....	Aug. 9, 10.....	2	11	Fair.....	Failure.
Guayama.....	Aug. 13, 17.....	5	25	Poor.....	Do.
Humacao.....	Aug. 20-24.....	5	24	Fair.....	Very satisfactory.
Fajardo.....	Aug. 27-29.....	3	24	Good.....	Satisfactory.
Rio Piedras.....	Aug. 30, 31.....	2		Poor.....	Failure.
Vega Baja.....	Sept. 3-6.....	4	31	Excellent.....	Very satisfactory.
Camuy.....	Sept. 6-8.....	3	26	do.....	Satisfactory.
Arecibo.....	Sept. 10-14.....	5	23	Fair.....	Unsatisfactory.

These remarks are from the reports of the English supervisors.

Monthly disbursements from May to September, 1900.

Items.	May.	June.	July.	August.	Septem-ber.	Total.
Office salaries	\$924.17	\$1,045.33	\$1,141.93	\$1,241.35	\$1,319.63	\$5,672.41
Office expenses	247.30	474.24	173.18	209.77	156.87	1,261.36
English supervisors	1,200.00	1,050.00	875.10	975.00	1,050.00	5,150.10
Teachers' institute:						
Salaries			500.00	600.00	513.34	1,613.34
Expenses		320.85	382.14	221.51	498.22	1,422.72
Normal school:						
Salaries	104.00	104.00	161.96	104.00	104.00	577.96
Expenses			13.35	2.00	130.64	145.99
Model and training school:						
Salaries	880.33	974.37				1,854.70
Expenses	33.03	16.43				49.46
Common schools, teachers' salaries	22,285.00	23,681.60	7,441.91	6,317.91	4,021.92	63,748.34
Purchase of text-books and supplies					9,341.69	9,341.69
Transportation of text books and supplies	23.81	70.04	7.27	8.46	79.96	189.54
Library and museum purchases		29.71				29.71
Total.....	25,697.64	27,766.57	10,696.84	9,680.00	17,216.27	91,057.32

SAN JUAN, P. R., *August 24, 1900.**To the English Supervisors.*

GENTLEMEN: We need to know at once how many English teachers from the United States will be needed in your district the coming school year. How many of this number do you know to be employed in your district? How many new American teachers can safely be provided for in your district? Please give me immediate and full data.

Respectfully, yours,

M. G. BRUMBAUGH.

SAN JUAN, P. R., *August 25, 1900.**To the English Supervisors.*

GENTLEMEN: Some months ago Dr. Groff asked the English supervisors to furnish him with an estimate of the number of text-books which would be required in their various districts for the coming year. These reports were destroyed by fire, and it is necessary to ask supervisors to furnish me with a new estimate of their requirements. It is not necessary to state what author's book is required, but simply to make up an estimate of the numbers and kinds which are desired. For instance, so many first readers, so many second readers, so many primary arithmetics, etc.

Also let us have an estimate of the quantities of school supplies which will be necessary, basing your estimate of the kinds on the list which was sent out last year.

It is earnestly requested that you give this matter your immediate attention, and let me have your views on the subject at as early a date as possible. It is likely that a great many books will have to be ordered from the United States; and it is desirable that the orders should be forwarded at once.

Yours, respectfully,

M. G. BRUMBAUGH,
*Commissioner of Education.*SAN JUAN, P. R., *September 6, 1900.**To the English Supervisors.*

GENTLEMEN: I have gone carefully over your statements concerning the number of new American teachers that may be needed in your district, also your statement of supplies needed for next year, and request for additional schools in at least some of your territory. I wish to thank you for these replies and to assure you that these three matters will be given early attention in this department. I wish also to say to you that I want every school opened on the 1st day of October, if possible, and no teacher who has made a contract with any board in your district to open a school on the 1st of October will have any legal rights under such contract unless that teacher is there ready to fulfill the contract on the 1st of October. I make this statement now because I find that a great many American teachers remained here, I think unwisely, and taught during the summer months, and now, at the very close of the vacation, wish to run up to New York and the States. They will not be able to

get back here before the 1st of October, and I do not propose to have the work of this department crippled through this means, and you will do a kindness, not only to me, but more especially to any American teacher whom you may know to fall within this category, if you will inform them of this fact.

I have not secured from all the municipalities a definite statement of the condition of rent on schoolhouses, but I propose to make a new apportionment of the number of schools for each municipality, and if possible announce it this week or early next week. I propose also to say that unless a municipality opens as many schools as it is legitimately entitled to, I will transfer the money from that municipality to some other municipality that will open schools for the nine months beginning October 1. I mean absolutely to close the schools at the end of the nine months over the entire island. If you know any reason why these steps are not wise, please let me know immediately.

Yours, truly,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, September 6, 1900.

To the English Supervisors.

GENTLEMEN: In your requisition for copy books for next year you have not stated whether you desire the copy to be in English or in Spanish, and I would like you to give me your candid opinion as to the above matter. Should the copy be in Spanish wholly or in English wholly, or in both Spanish and English; that is, Spanish on one page and the same copy in English on the opposite page of the book?

Please give me an immediate answer.

Very respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, September 7, 1900.

To the English Supervisors.

GENTLEMEN: In a few days the treasurer of Porto Rico will distribute to the various municipalities of the island the sum of \$30,000, which money will be the property of the municipalities of Porto Rico. I do not know the exact condition of the rent problem in your district, but I write you, as a suggestion, is not this a first-class time to stir up your municipality to take part of this money and pay off all rent of last year and start on a new basis October 1? I hope that you will be able through this information to get some assurance that this will be done before other causes absorb the money.

Yours, very truly,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., September 15, 1900.

To the English Supervisors.

GENTLEMEN: I have on the way here from the United States a group of twenty or thirty teachers, most of whom have never been on the island before. These teachers are graduates of first-class normal schools or colleges; they have all had experience in teaching in the United States, and the most of them speak some Spanish, just how much I am unable to determine. These teachers must have the first vacancies in the various districts, since they come here under contract with the present administration. It is expressly understood that the teachers who have been here before and who have made no application to this department for places will not be given schools until the ones above named are provided for. This seems to me to be eminently just, since those who have been here ought to have made such a record as to have secured for them contracts for the year to come before they left. You will, therefore, please make a note of this fact and arrange for the appointment of the English teachers who are coming at the direction of this department; after which we will do the best we can to place others who are worthy and competent. In all cases see to it that no teacher enters your district who does not have a valid certificate. I will not issue to American teachers certificates to teach on the island unless they have diplomas from accredited schools, or unless they pass here a rigid examination for the work. It would be of service to this department to know as nearly as possible the exact number of schools and the places where these English teachers may be placed. This in addition to the general request made of you some time ago.

I may add that in the additional schools which I propose opening I will make arrangements for at least some of the English teachers, full details of which will be forwarded to you at the earliest moment possible.

Yours, truly,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., *September 19, 1900.*

To the English Supervisors.

GENTLEMEN: The certificates mailed out to you for the teachers who took the last examinations are in new form and are made for one year only. You will please state expressly, in handing these to the teachers, that the certificate is as good as any certificate on the island, and that school boards must so regard them; and that these teachers who hold this one year's certificate have every right and equal standing with every other teacher in the matter of application for places, and this limitation of the certificate to one year has been made by this department after mature thought and as the beginning of a process by which we hope to put the teaching of this island on an entirely new and what we believe to be a successful basis. It will not be any use for the teachers to petition this department for new certificates.

Very respectfully, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., *September 19, 1900.*

To the English Supervisors.

GENTLEMEN: Hereafter when any letter that affects your relations in your district is sent from this office to any teacher, patron, or school board, a copy of that letter will be sent to you in order that you may know what matter from this point enters your district. This is done to strengthen your hands in the administration of your public duties. I wish, also, to say that on and after October 1 you will be allowed, in addition to your \$75 per month, \$12 a month for the nine months that your school term continues and \$4 per month for the three months' vacation, as an aid in defraying your expenses. You will need to submit to this office, at the end of each calendar month, properly signed receipts or vouchers for the expending of this sum, and the check in payment for same will be forwarded to you. This is practically an increase in your annual salary of \$120, which I am very glad to give to you, and hope it will make it easier for you to effectively discharge your duties.

Yours, very truly,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., *September 21, 1900.*

To the English Supervisors.

GENTLEMEN: To-day I transmit to you carbon copies of the letters sent to the different school boards in your district, in which copies you will see the number of schools of the different kinds assigned by this department to each of these municipalities.

You will now take up, in harmony with the spirit of these notes, the question of opening the schools as rapidly as you possibly can, and telegraph here for additional direction in case you meet with any serious complications in carrying out your part of this work, and we look to you for its successful execution. Please see to it that in opening a new rural school the largest barrio in population, as a rule, is given first chance, and if it refuses to provide the school, then to the next largest, and so on, subject, of course, to local conditions and your own judgment.

In the supplies about to be sent you, please note that no more Appleton readers and no more Riverside primers will be sent you. The copies you now have should be put in the rural schools as far as possible, and the Standard readers, which form a graded series, should be placed in the graded schools, that the reading throughout may be connected and graded.

Yours, respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., *September 26, 1900.**To the English Supervisors.*

GENTLEMEN: The American teachers who come here from the States and present diplomas, or certificates of high grade, will receive licenses from this department to teach. Such teachers should, in each case, be placed in charge of the elementary or kindergarten grade in the city or town in which they are located. They should teach these small children in the morning and after this school is dismissed they should spend the remainder of the school day in the other grades teaching English. The exact hours of this primary or kindergarten grade I am not now able to specify, but will try soon to do so. Your own judgment in the meantime will be the proper guide as to that, but see to it that these teachers in each case honestly attend to the teaching of English during the hours assigned for that work in the other grades, and report to me in case they fail to attend to that duty.

Yours, respectfully,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., *October 2, 1900.**To the English Supervisors.*

GENTLEMEN: Please note the three following points:

First. Do not overpersuade boards to open more schools than they wish to open at the present time. This may cause more trouble than profit. Let them have their way as to the number they wish to provide for until November 1, and then we will bring the pressure to bear to obtain the results we want.

Second. In distributing the English readers to the schools, owing to the change in text put the old books as much as possible into the rural schools at the present time, and do not put more than one kind in any school, in order to avoid confusion; and supply the graded schools with the new readers and also such rural schools as can not be supplied from the old texts. Later these old books can be brought into the graded schools as supplementary reading, and the new series sent to the rural schools to replace them.

Third. Will you please ask each of your local boards to report to you, and before the 1st of November you report to me, whether or not it is, in their judgment, wise to have in the rural schools, especially in the mountain districts, two sessions a day, one in the morning for girls and one in the afternoon for boys. Kindly add also your own opinion as to this matter. No action of any sort will be taken until you are heard from.

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., *October 3, 1900.**To the English Supervisors.*

GENTLEMEN: In writing to this department will you please discuss each matter of importance on a separate sheet?

The various topics can then be referred at once to the proper assistant; you will get an earlier reply, and our file will be vastly more intelligible.

Very truly, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., *October 4, 1900.**To the English Supervisors.*

GENTLEMEN: We have sent you a lot of books and supplies. Put them speedily where most needed. We mail you now requisition blanks. We will have more books and supplies about October 15, and you will please make out before that time a careful requisition for exactly what more you need to run your schools.

We want every pupil and school to have a good equipment of books and supplies. We could not send at present all you asked for, because we ordered before we planned so many new schools.

Yours, truly,

M. G. BRUMBAUGH,
Commissioner of Education.

SAN JUAN, P. R., October 10, 1900.

To the English Supervisors.

GENTLEMEN: Three things:

First. Will you report here before the end of this month the exact day when each teacher in your district began work, in order that the salary may be regulated accordingly and checks sent promptly to the teachers for the amounts due them? If possible, send us this information before the 20th, and as much earlier as you conveniently can.

Second. We find frequently that a teacher after making a contract with one board goes to another district and makes another contract with another board, and the two contracts come to this office. We expect boards of education to keep the contracts on their part sacredly, and we must therefore insist upon teachers doing the same; and you will kindly inform the teachers of your district, in whatever way you think best to do so, that a teacher who makes a contract must abide by it unless he obtains the permission of this department and the approval of the English supervisor to a change of place. Otherwise, we shall have hopeless confusion in the teaching force of the island.

Third. See to it that all American teachers sign contracts promptly upon their arrival and forward a copy of the same to this office, and no American or any other teacher shall be allowed to teach a single day unless said teacher has a legal certificate.

Respectfully, yours,

M. G. BRUMBAUGH,
Commissioner of Education.

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